

Unit Planning Guide: Grade 2- Unit 5 of 6

Unit Title: Author Study: (Example-Tomie de Paola)	Pacing (Duration of Unit):10
Grade: 2	Buffer Day(s):2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.MA.8a Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
- **W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

WiDA Standards (ELL)

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To be completed in collaboration with the ELL Department

- **W.2.5 With guidance and support from adults, use a variety of digital tools and strengthen writing as needed by revising and editing.**
- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a Use collective nouns (e.g., group)
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
- L.2.1c Use reflective pronouns (e.g., myself, ourselves)
- L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hit, told)
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **L.2.1f Produce, expand, and rearrange complete simple and compound sentences.**
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d Generalize learned spelling patterns when writing words.
- L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Authors use their experiences to create stories.
- Books in a series often have continuity in characters setting and themes
- Illustrations help the reader comprehend the setting (character, plot, mood, and tone of a book)
- Writers use examples to support their opinions.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- Where do writers get their ideas?
- Why read multiple books by the same author?
- How do illustrators help readers to understand the words and ideas in a book?
- How can I explain my opinion about a text?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The structure of a story moves from beginning to end and includes character, setting, problem, and solution.
- The beginning of a story introduces the story and the ending concludes the action.
- An author conveys a central message, lesson, moral in a story.
- The role of illustrations in a story and how they contribute to understanding of characters, setting, and plot.
- The contribution dialogue makes bringing a story to life for the reader.
- An opinion piece includes stating the opinion, citing evidence that supports the opinion, and a concluding statement.

Key Vocabulary

Author

Illustrator

Illustrations

Dialogue

Opinion

Reasons

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Identifying the structure of a story including characters, setting, problem, and solution.
- Discussing the beginning of a story and ending of a story.
- Determining major events and challenges a character faces in a story, and how characters in a story respond to events and challenges in a story.
- Examining illustrations and explaining how they support understanding of a text.
- Identifying dialogue in a story, and reading it with expression
- Writing an opinion pieces that includes reasons that support an opinion.